



2019-2020 P-TECH and ICIA Planning Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

Texas Education Agency

NOGA ID

Authorizing legislation GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications **cannot** be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from **March 1, 2019 - August 31, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Austin Independent School District** CDN **227901** Vendor ID **1746000064** ESC **13** DUNS **076933746**

Address **1111 West 6th Street** City **Austin** ZIP **78703** Phone **512-414-4471**

Primary Contact **Craig Shapiro** Email **craig.shapiro@austinisd.org** Phone **512-414-4471**

Secondary Contact **Michelle Wallis** Email **michelle.wallis@austinisd.org** Phone **512-414-4851**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Mary Thomas** Title **Exec Dir, State and Federal Accountability**

Email **mary.thomas@austinisd.org** Phone **512-414-3280**

Signature **Mary Thomas** Date **12/13/2018**

Grant Writer Name **Lindsey Stuart** Signature **Lindsey Stuart** Date **12/13/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-102** SAS # **273-19**

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Shared Services Arrangements

☒ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In 2014, over 100,000 jobs in Central Texas were in educational services. Projected to increase by over 30,000 (to be over 130,000) by 2024 (E3 Alliance, Central Texas Education Profile)	Establish pipeline of future educators for Central Texas districts, including AISD, through a rigorous academic and work-based program that provides students with clear pathways to teaching jobs while also responding to local workforce needs.
In 2018, AISD hired 583 new teachers (averages 550-650 per year), and overall demographics of teachers do not match students (57% white teachers v 30% students, 32% Hispanic v 56%).	Establish pipeline of future educators for AISD who come from predominantly Hispanic (77%) and economically disadvantaged (61%) backgrounds. Research suggests that there are academic benefits when students and teachers share the same race/ethnicity (Dee, 2004)
In 2017, 64% of Akins graduates were not college-ready in ELA for any of the assessments used, including ACT, SAT, and/or TSI, and just 53% enrolled directly in college after HS graduation.	The combination of an integrated scope and sequence with postsecondary partners and intentional work-based learning experiences connected to future employment at AISD will help students build awareness of potential teaching careers and required additional education beyond high school.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Austin Independent School District (AISD) will establish the foundational components of a P-TECH/ICIA Ready, Set, Teach Academy at Akins High School that provides a smooth transitional experience for students to receive a high school diploma, work-based education programs, an Associate's of Arts degree in Teaching from Austin Community College, with the possibility of a bachelor's degree from Texas Tech University or other four-year institution on or before the sixth anniversary of a student's first day of high school. Graduates of this grow-your-own, Education and Training program will also receive priority in interviewing with partnering employer, AISD.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Finalize membership of Leadership Design Team (LDT).
- Initiate meetings of LDT. Begin work on crosswalk and skills mapping.
- Establish contract with trusted technical assistance provider who has national experience and expertise in partnering with districts to use research-proven strategies to transform high schools where all students learn at high levels.
- Begin work on MOU with industry and postsecondary partner(s) that fulfill statutory requirements and detail roles and responsibilities of parties

Measurable Progress (Cont.)**Second-Quarter Benchmark**

- Develop recruitment plan based on data of current and prospective students and that includes marketing materials (in English and Spanish) and timelines. Solicit input on marketing plan from parents, community, business, PSE partners.
- Initiate site visits to exemplar schools/districts.
- Establish enrollment guidelines that follow enrollment requirements outlined in the statutory requirements, inc. those that are performance-blind, open access, and encourage applications from all students and/or weighted for at-risk students.
- Finalize crosswalk of courses in partnership with ACC.
- Begin professional development for teachers that encourages critical thinking and application of academic, technical, and workplace skills.

Third-Quarter Benchmark

- Continue site visits.
- Continue professional development.
- Finalize MOUs with industry and postsecondary partner(s).
- Submit implementation plan (due to TEA on or before January 15, 2020).
- Apply for P-TECH or ICIA designation by February 2020.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff, in cooperation with ACC and AISD's Talent Acquisition and Development (TAD) Department, will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, DRE will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes. Indicators will go beyond traditional academic performance and include workforce and professional skill criteria to ensure that students are fully prepared for college and career.

At the campus level, this planning grant will leverage an existing Akins structure: the Leadership Triad, including the Academy Counselor, Coordinator, and Assistant Principal who, among other duties, collect data and prioritize needs via just-in-time data dashboards on student-level data including attendance, grades, college readiness and other risk factors. On a regular basis, the triad responds to individual student needs as they arise, and on a monthly basis, they update the district's CTE team with formative data and prioritization of needs. The Triad will also be able to respond to needs in ways unique to a P-TECH school – with mentors and other collaborative supports. For example, we will measure the effectiveness of mentoring through surveys of students, teachers and mentors, as well as the effectiveness of other workplace learning opportunities.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.

☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.

☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or Industry certification; and complete work-based education through an internship, apprenticeship, or other job training program

☒ P-TECH and ICIA programs will be provided at no cost to participating students.

☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The Ready, Set, Teach Academy will be an open enrollment program with recruitment and enrollment processes and requirements that do not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum GPA or any other criteria that create barriers for student enrollment.

During the planning phase, the Leadership Design Team will develop a recruitment plan based on data of current and prospective students, including those from Akins' feeder middle school, Paredes, and that includes marketing materials (in English and Spanish) and timelines. We will also solicit input on the marketing plan from parents, community, business, and postsecondary partners. With a predominantly Hispanic student population, recruitment efforts will target Spanish-speaking students, with the goal of ultimately filling the district's hard-to-staff, bilingual teaching positions. For example, we will enlist Spanish-speaking teachers and district staff to speak at recruitment events to help inspire students to apply for this unique opportunity. Recruitment events may take place at ACC as a further way to excite students and help them understand the real possibilities of college completion and career readiness offered by this model. Focused on the feeder middle school, we will also leverage school-based clubs and referrals from school partners who work with Academy candidates.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Akins' Ready, Set, Teach Academy will be a school-within-a-school model, beginning with 50 9th grade students in AY 2020-21 and adding a grade level each year. The Academy will improve postsecondary degree completion and career readiness by smoothing transitions between high school, college, and the professional world. Grant funds will support planning for the innovative school model that will provide wraparound services to students through mentoring, articulation of credits from high school to college, flexibility in scheduling, and work-based experience, including student-teaching internships, which results in graduates being guaranteed an interview with AISD. Academy students will be immersed in rigorous educational opportunities that span academic and professional skills and that are connected to Austin and Texas's labor market demands, responsive to AISD needs, and focused on both educational and employment outcomes.

Academy students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready. Students will also have the opportunity to take dual credit courses that align with an ACC award plan in Education Instruction or related field, and by 11th grade, the bulk of students' coursework will be dual credit with ACC (and may take place on an ACC campus).

Students will concurrently enroll in both secondary career and technical education (CTE) courses and ACC courses that provide coherent and rigorous content preparing students for postsecondary education and career success, including the following current course sequence:

- Principles of Education & Training (1 credit, grades 9-10)

- Human Growth & Development (1 credit, grades 10-12) - Students have the opportunity to earn a CPR and First Aid Certificate in this course.

- Instructional Practices (2 credits, grades 11-12) - Students begin student-teaching in AISD elementary, middle, or high schools; observe classrooms to identify best practice strategies.

- Practicum in Education & Training (2 credits, grade 12) - Students continue student-teaching placements, working alongside teachers to create and implement lesson plans. Culminates in Paraeducator Certificate. AISD TAD has already hired several Paraeducator graduates from Akins.

During the planning phase, the crosswalk of courses will be finalized, including possibly offering ACC's Instructional Practices in Education and Training (ACC/CDEC 1311) and Child Development (ACC/CDEC 1321) in grades 11-12, additional certifications (e.g. Child Development Associate) and a plan for students to attain an Associate's Degree in Education upon graduation, followed by a two-year Bachelor's Degree program at Texas Tech (where ACC has a current partnership) and/or other institution(s).

Students will engage in work-based learning (WBL) experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in middle school, 9th, and 10th grade that deepen knowledge and engagement in the career of teaching such as mentorship, summer enrichment activities, guest speakers, project days, etc. WBL experiences will build to more intensive career preparation activities in 11th and 12th grades, including classroom observations, shadowing, and student-teaching. Students will also have the opportunity to attend, present, and compete in local, regional, and national conferences like the Texas Association of Future Educators, SXSWedu, Family, Career, and Community Leaders of America (FCCLA), and Educators Rising.

We will leverage the existing P-Tech Skills Mapping process and ongoing technical assistance and coaching from High Schools that Work (the nation's largest school improvement initiative for high school leaders and teachers) to develop an integrated educational program that addresses academic and workplace skills by mapping backward from the end goal of employable teachers. The process will begin with our industry partner but ultimately involve the collaborative efforts of both high school and college leadership and faculty.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The Implementation of the Academy will build upon a long history of partnership between AISD and ACC. CTE staff report to the AISD High Schools Office and Office of Teaching and Learning and work closely with campus leaders throughout the district to implement college and career-ready curricula.

During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop six ECHS programs (with others in development, including Akins, which will launch ECHS in 2019-2020, pending TEA approval), pilot three P-TECH models with employers including Dell Computers, Seton Family of Hospitals, and a consortium of construction trades employers, and provide articulated CTE courses. Agreements between AISD and ACC will be maintained and expanded as new courses are developed to ensure they address curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments.

ACC also has agreements with several area universities for transferability of lower-division course credit, including Texas Tech University, where Ready, Set, Teach students could continue upon high school graduation to earn a BA or BS in Education or content area for which they would like to teach.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

AISD, and specifically the Department of Talent Acquisition and Development (TAD) will serve as the industry partner for the Ready, Set, Teach P-TECH Academy. AISD commits to serve as an active member of the Leadership Design Team, lead workplace sequence of coursework as they are intertwined with requirements for the AA degree from ACC. A preliminary MOU has been drafted and includes some of the following commitments:

- Ensure that every participating student receives mentoring from an education industry professional, including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year;
 - Make available TAD staff to identify the appropriate entry-level positions students in the program may qualify for upon graduation, work with the other parties, including ACC and any other partnering institutions of higher education to map the key skills needed to succeed in those positions, and strongly consider students in the program for those employment opportunities;
 - Help define and provide opportunities for appropriate workplace experiences (e.g., design projects, visits, speakers, internships, and apprenticeships) to prepare students for the world of work based on the curriculum Scope & Sequence plan, and assist the program's staff in identifying additional organizations in the education field to ensure that each student has the opportunity to participate in internships;
 - Work with the program's staff and partners, including partner institutions of higher education, to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model, and help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program; and,
 - Allow partnering institutions of higher education access to Austin ISD facilities to support program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real life" work experiences for students.
- During the planning phase, the MOU will be finalized, and subsequently reviewed every two years and updated as necessary.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The Leadership Design Team (LDT) will consist of high-level personnel with decision-making authority who will report to each member organization:

DISTRICT – AISD: Associate Superintendent of High Schools, Craig Shapiro; District-level Director of P-Tech Model, Sissy Camacho (oversees all Academy models throughout the district); Director of CTE, Tammy Caesar; Akins Staff: Principal, ECHS Counselor, CTE Education and Training Teachers

PRIMARY COLLEGE AND DUAL CREDIT PARTNER - ACC: Chief Academic Officer, Charles Cook; Executive Director – School Relations at ACC, Shasta Buchanan; Director of ECHS at ACC, Melissa Biegert; Department Chair of Education Instruction, Regina McGough.

INDUSTRY PARTNER – AISD: Executive Director, TAD, Dru McGovern-Robinett; Director of TAD, Norma Castillo

OTHER: Workforce Solutions Capital Area, Executive Director, Tamara Atkinson and/or Director of Research and Career Awareness, Leslie Puckett

A subset of the LDT, including key district/campus and ACC staff will be responsible for completing drafts of the Implementation Plan to bring back to the larger group for feedback. LDT will be responsible for helping to bring the shared vision for the Academy to fruition by collaborating and building consensus among the partner organizations. Membership of the LDT will be formalized and expanded in the Spring of 2019. It will meet regularly (e.g. monthly) to create a charter, with goals, norms, and guiding principles negotiated and recorded that could include: mission and purpose, scope of authority, committee norms and procedures, and membership. The District-level Director of the P-TECH model, Sissy Camacho will convene the LDT and establish agendas based on previous experience with the other P-TECH schools in the district and in partnership with key partners.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Academy students will benefit from the wrap-around services currently in place at Akins to ensure success in rigorous academic and work-based educational experiences. The district is committed to educating the “whole child,” articulated in one of three core beliefs in the district’s strategic plan: we will create vibrant relationships critical for successful students and schools. Specific structures and systems exist to bolster the district’s commitment to academic and social and emotional success. For example, Akins (like all AISD campuses) has a Child Study Team that serves as a campus-based problem-solving team that meets regularly to identify, intervene and monitor the progress of students with academic, behavioral, attendance or speech/language needs at Tiers 2 and 3. Academy students will also benefit from the numerous service providers on campus that provide academic and social/emotional support both in and out-of-school time. For example, Communities in Schools Central Texas (CIS) provides Akins students with school-based case management that includes basic needs assistance, social and emotional counseling, parent engagement, and other personal enrichment opportunities.

At Akins’ Ready, Set, Teach Academy, learning environments will be flexible: students will engage in project-based and work-based learning across a variety of locations – from a college campus to student-teaching opportunities with AISD teachers. Students will also benefit from flexible class scheduling. In addition to existing academic supports provided students, the Academy will provide Advancement Via Individual Determination (AVID) (grades 9-12) to support students in meeting the demands of the academically rigorous program. Akins teachers have been trained to use these proven practices that prepare students for success in high school, college and a career, especially students traditionally underrepresented in higher education.

ACC also provides student support through registration and academic advising, mid-term advising, early alert system, and other support services to ensure student success. AISD mentors, tutors, and other volunteers will also be mobilized to support students’ academic success. Mentors and other volunteers will be recruited to participate in afterschool and other study opportunities, and will help students understand the link between study and future careers.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Substitute Pay	\$5,000
2. Professional Staff Extra Duty Pay	\$3,000
3. Employee Benefits	\$914
4.	
5.	
Professional and Contracted Services (6200)	
6. Professional learning for teachers to develop projects that encourage app of workplace, acad, tech	\$20,000
7.	
8.	
9.	
10.	
Supplies and Materials (6300)	
11.	
12.	
Other Operating Costs (6400)	
13. Other operating costs not requiring specific approval - site visits	\$18,810
14.	
15.	
Capital Outlay (6500)	
16.	
17.	
Total Direct Costs	47,724
Total Indirect Costs	2,277
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

AISD collaborates frequently with our local workforce development board, Workforce Solutions – Capital Area Workforce Board, particularly to ensure AISD graduates are prepared to fill the high-demand careers in the Austin-area (as detailed in Workforce Solutions' Master Community Workforce Plan).

As part of this grant proposal, Leslie Puckett, Director of Research and Career Awareness at Workforce Solutions provided data detailing the current, past, and projected labor market for teachers in the Austin-Round Rock MSA and Travis County, including: the number of currently-employed teachers (including CTE, elementary school, kindergarten, middle school, preschool, secondary school, special education, and substitute teachers), average annual wages, unemployment rate; five-year historical total change and annual percentage change in employment; and forecasted demand, based on "separations" (including the number of exits, or those who leave the occupation due to retirement or other reasons, and transfers, or those who leave the occupation to go into an entirely different occupation) and projected growth.

Workforce Solutions' analysis of workforce data demonstrates the current and projected need for education-related occupations. Specifically, according to JobsEQ, there were over 40,000 teachers in the Austin-Round Rock, Texas MSA, with an average annual growth of 3% over the past five years. Annual wages for teachers of different types (see above) averaged at nearly \$50,000. JobsEQ also forecasts an average annual growth rate of 2%, with a total of nearly 48,000 teachers needed in the next 10 years as teachers leave due to retirement, transfer, or those who leave to go into a different occupation.

Chief Executive Officer of Workforce Solutions, Tamara Atkinson and Director of Research and Career Awareness, Leslie Puckett currently serve as members of the Leadership Design Team for AISD's new P-TECH/ICIA academies, including a Health Science Academy at LBJ Early College High School, a Computer and Information Technology Academy at Reagan Early College High School, and a Construction Trades Academy at Crockett High School. As a member of these teams and an anticipated member of the Ready, Set, Teach Academy team, representatives from Workforce Solutions ensure continuous monitoring of any potential changes in workforce data.

As part of the grant development process, AISD staff also spoke with Caitlin Hamrock, Senior Research Associate at E3 Alliance, a regional, data-driven education collaborative based in Austin, to gather additional data about the regional labor market.